

# Service pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Lyneham Primary School				
<b>Academic Year</b>	17/18	<b>Total PP budget</b>	£71,400	<b>Date of most recent PP Review</b>	26 <sup>th</sup> May 2016
<b>Total number of pupils</b>	335	<b>Number of pupils eligible for Service Pupil Premium</b>	244	<b>Date for next internal review of this strategy</b>	May 2017

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improvements to the transitions system for children moving into and out of the school.  Children settled into the general day to day life of school in order to reduce loss of potential learning time.	Our transition system will ensure that children coming into and out of the school do so with little disruption to their education. Within this, new assessments will be completed (within two weeks) to aid the identification of a child's ability and gaps in learning.  New transition leader will be employed and will guide in/out transitions with children and teachers.
<b>B.</b>	Children coming into LPS will be supported and given opportunities, where needed to have ELSA support and/or support during non-structured times.	Children within the school will feel safe and listened too. They will feel they have a place within LPS and will know how and who they can get additional support from.
<b>C.</b>	To improve rates of APS progress for Service children across the school to mitigate against the impact school moves have on children's attainment, well-being and self-esteem.	Our assessment system will show that for children who join us from another school have a seamless transition into our school's curriculum. Ensuring that these children are working at the correct level quickly.

3. Barriers to future attainment (for pupils eligible for SPP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Arrival
<b>B.</b>	Deployment
<b>C.</b>	Posting
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>D.</b>	Children settled into school and given appropriate level of work	Attainment and progress continues to develop appropriately
<b>E.</b>	Children feel emotionally supported whilst parents are deployed	Children are emotionally resilient
<b>F.</b>	Children are prepared for change	Children settle into their new school quickly

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017/2018</b>				
<b>i.</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review Date &amp; impact</b>
All children are on target to reach age related expectations in core subjects by the end of the Key Stage.	Single year group classes to ensure smaller class sizes.	Reduced class sizes: Educational Endowment foundation +3 months	School business manager & head Teacher to continue to monitor the budget to ensure that this continues to be possible. Children's attainment and progress will be monitored throughout the year.	LW	End of year
Children with emotional or behavioural needs are given the support to make progress both personally and academically.	ELSA, Play Therapist.	If children are given the tools to be clam, positive learners in control of their emotional and behavioural safe they will be more able to make academic and personal progress.	We will case study a selection of selected children and follow their progress.	LW	Termly

Smother & quicker transition of Service PP children into LPS.	Transition leader to manage the transition of children entering and exiting LPS. Provide access to PSA and ELSA.	Recommended by PP reviewer.	Review of pupil/parents voice. Monitoring data of new children. Monitoring of behaviour impact of incoming children	LW	Term 1 Term 2 Ongoing
Children, who have SEND needs, will have a seamless transition between schools.	Increase SENDCo. Provision by 1 Day to allow for extra work around incoming children.	Transition is a difficult time for any child. If a children with SEND needs can have them met from day one at a new school they will be more successful.	Monitoring of transitional SPP children into the school, focusing on those with SEND and how the SENDCo. Ensures a smooth transition.	LW	Termly
Supportive 'wrap around' care for vulnerable children.	<b>Lunch time club</b> A safe space for children to use during unstructured lunch time. Staffed by ELSA, TA & SLT. <b>After school club provision.</b> Help extend the school day for vulnerable children. Provide children with additional opportunities to build and develop self-esteem.	Continuation of a successful strategy which was implemented last year.	Monitoring new children who should have this provision focused towards them. Monitoring of behaviour incidents at lunchtime and the decreased impact of lunchtime play on afternoon learning.  Case studies of children who have attended after school clubs who have had a change in attitude and improved their attainment.	LW	Termly .
<b>Total budgeted cost</b>					£71,400

**6. Review of expenditure – Please note this is a review of SPP and PP expenditure.**

<b>Previous Academic Year</b>		<b>16/17</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children with emotional or behavioural needs are given the support to make progress both personally and academically.	ELSA, Play Therapist.	With thanks to the increased time for the SENDCo, children transitioning to LPS with such needs now have their needs identified sooner and provision put in place quicker. Parents of such children are now more engaged with the school, working with us to ensure the best start for their children.	Continue to fund non-teaching SENDco, ELSA, Play Therapist and PSA.	
Smoother & quicker transition of Service PP children into LPS.	Appoint transition leader to manage the transition of children entering and exiting LPS. Provide access to PSA and ELSA.	Parent and pupil voice was monitored over T1 & T2. Following the feedback, both positive and negative, adjustments were made to the process. Overwhelmingly both parents and children have found this a very useful and successful service.	For 17/18 some changes have been made to the post due to the relocation of the current leader.	

Children, who have SEND needs, will have a seamless transition between schools.	Increase SENDCo. Provision by 1 Day to allow for extra work around incoming children.	Through joint work between the Transition Coordinator and the SENDCo it is now the norm for children to start at LPS, who have SEND need to start with us fully aware of their needs with provision put in place.	SENDco and Transition leader to continue to work closely together.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Supportive 'wrap around' care for vulnerable children.	<p><b>Lunch time club</b> A safe space for children to use during unstructured lunch time. Staffed by ELSA, TA &amp; SLT.</p> <p><b>After school club provision.</b> Help extend the school day for vulnerable children. Provide children with additional opportunities to build and develop self-esteem.</p>	Pupil Voice continues to show that this is a well-loved and used resource. Children from across the school, new and old, still use it when they feel they need extra TLC. New children are often recommended to lunch club with a buddie to help transition.	Continue to run lunch time and after school clubs as well as holiday clubs.	